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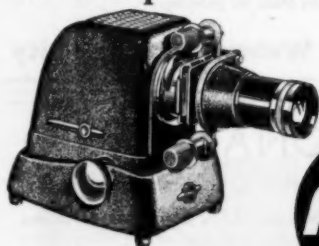
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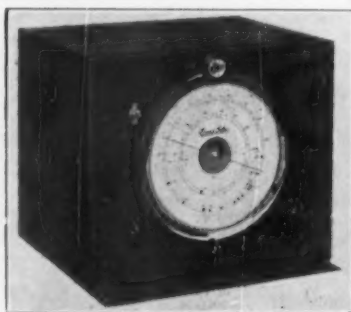


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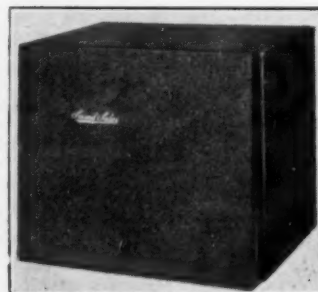
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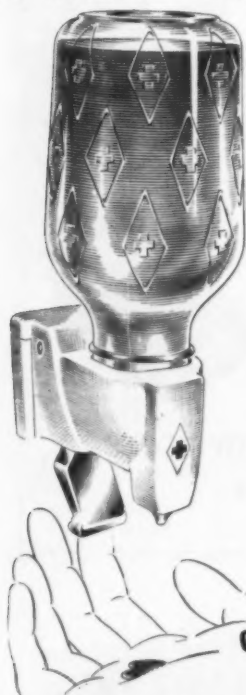
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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,310. VOL. CXLIII.

MAY, 1951

The Staffing Position

By GORDON MILLINGTON.

Most people would agree that a man's actions are a better guide to his beliefs than his words, and the same is doubtless true of corporate bodies. The Ministry of Education's Report for 1949 falls into two parts, the former expressing views and the latter recording actions statistically. Of the two the latter is perhaps the more significant.

Especially at a time when, through a variety of administrative failures at the Ministries of Health and Education, there is immobility and unemployment among men teachers, schoolmasters may read with some misgiving the repeated assertions in the first part of the report that the country's need is mainly more women teachers. It is undeniable that there is a serious need for more infants teachers to meet the bulge in the birthrate which now threatens to overwhelm the classes of five-year-olds, but it is more debatable whether any serious shortage of women exists outside the infants school. Although it is true that policies espoused by some influential professional bodies would tend to immediate redundancy and ultimate shortage of men, schoolmasters who are asking themselves whether they are wise to remain in a profession where they are threatened with redundancy and unemployment should take heart from a study of the recently issued statistics, which show that policies to their professional detriment are not as yet widely accepted in *application* by the authorities. Let us look at what the authorities are doing as well as what they say.

But first, what do they say? They estimate that the 240,000 teachers required by 1954 will need to be in the proportion of 37 per cent. men and 63 per cent. women. In February, 1949, the profession had attracted roughly twice as many women as men, and was made up of 35 per cent. men. In 1946 there were only 31 per cent. men and in 1947 33 per cent. These figures show an increase due mainly to the Emergency Training Scheme, and they also show that the Ministry's policy over the years 1946-54 is to increase the percentage of men by 6 per cent. One can only assume that this constitutes a recognition that there are certain spheres in which men teachers are educationally desirable and that these are not yet adequately staffed.

Excluding infants' work, for which no one but the N.U.T. Executive (Royal Commission on Equal Pay, Minutes 258, 259) doubts that men are unsuitable, we must look now at the statistics for boys', girls' and mixed schools to see where the Ministry considers these men are needed. Now canvasses conducted among parents have

shown that on the average 97 per cent. of them are in favour of men teachers for boys over the age of seven, and there is now, I think, evidence that the Ministry is beginning to accept their views. Apart from the ministerial recommendation in Circular 222 to employ men in excess of current requirements, the staffing figures of primary and secondary schools tend to confirm an increasing recognition of the need of boys for men teachers. Only 8 per cent. of classes in boys' schools are now taught by women (and only 1 per cent. of classes in girls' schools by men). To give each child in these schools a teacher of its own sex, 2,058 men are needed at present.

In mixed schools it is the practice, where possible, for the staff to consist of equal numbers of men and women, although at present women are in an overall majority. To divide the staffing equally between the sexes an additional 28,226 men are needed on the present figures, giving a total of 30,344 extra men required in all types of school. By 1954 the Ministry hopes to have almost exactly half this number; does it, I wonder, aim to get the other half in the second five years up to 1959? (From these calculations have been omitted some 35,000 teachers not specifically responsible for a class, amongst whom the balance between the sexes is slightly on the side of the men.)

Let us now look at the women's position; gradual re-organization on the lines upon which it is apparently proceeding gives us 30,344 of the 151,000 women who will be required in 1954, leaving 120,656 to be obtained by recruitment. Disregarding the final instalment of the Emergency Scheme, we had, in the year 1949-50, 15,928 women in training for the profession, an advance of 2,000 on the previous year and of 7,000 on 1938-39. Since 2,250 women were unable to find college places in 1948 there appears to be no lack of women applicants, and if the rate of progress in the provision of training accommodation is maintained, there is every likelihood of the 1954 target figure being comfortably attained, and perhaps surpassed. The profession continues to attract, as it always has, the requisite number of women, and that number is limited only by the training facilities available.

The number of men in training for 1949-50 was 6,359. More than 60 per cent. however, of the 2,500 places in men's colleges were occupied by ex-service men who had been accepted under the emergency scheme and later chose the two-year course instead. There are no more of these forthcoming, and unless the colleges can attract more than the 1,000 men they then had under the normal

Teachers' Grant Regulations, they will be unable to fill the gap left by the departure of the last ex-servicemen. Whether the Minister will be able to maintain against wastage his stated proportions of 60 per cent. men in secondary schools and 40 per cent. men in primary schools is a matter for conjecture, and largely dependent upon the Burnham Report; had this been produced before September, it might have had some effect on recruitment, but there is now possibility of that not happening until the beginning of the next academic year.

From the foregoing it does appear that the recent unemployment among school masters was only temporary, local and also avoidable; it is in no way an indication that the profession is over-supplied with men. Indeed, the contrary is the case, for an educational policy based on the needs of the children demands more school-masters, and the Ministry's last report is a recognition of the need of boys for men teachers.

The decision to organize International Voluntary Work Camps in Alpine Valleys in order to help repair the damage done by avalanches last winter was taken at the fourth conference of organizers of these camps, which has just been held at Unesco House, Paris. Young people from many nations will contribute their toil to the re-making of roads and houses, following the precedent established when Work Camps helped in the re-forestation of the Landes region of France after it had been devastated by forest fires.



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The Health of the School Child

Some interesting general comments on the School Health Service are made by Dr. A. A. Lisney, County School Medical Officer for Dorset, in his annual report to the Dorset Education Committee.

The first essential of the service, he points out, is the continuous supervision of the health and well-being of the children; the school medical officer must be trained in preventive rather than curative medicine and concerned with the maintenance of health rather than medical treatment. Since the National Health Service came into force most of the curative medicine has been undertaken by the hospitals or general medical practitioners, leaving school medical officers free to concentrate on the prevention of illness. This is effected by detection of slight departures from normal health with the object of preventing established disease at a later date.

The value of the school health service to the community is in direct relationship to the enthusiasm of the individual officers concerned; very little good results if the doctors and health visitors are content to sit in clinics and treat minor ailments and infestations as they arise. They must be constantly on the alert to recognise the early handicap and take steps to prevent deterioration. One drawback to the administrative arrangements under the National Health Service Act is that specialists, appointed by regional hospital boards, may have little interest in preventive aspects of disease. The local education authority takes no part in the selection of a suitable specialist and the consultant clinics are arranged to suit the hospitals and specialists, with the result that the school doctor and health visitor cannot easily attend in order to discuss with the specialist after-care or other special arrangements.

The school health service should, therefore, be more closely linked with the paediatrician, orthopaedic surgeon and other specialists, so that there can be a mutual exchange of knowledge and information on preventive medicine and positive health on the one hand, and clinical technique on the other. This is not to suggest that the school health service should be amalgamated with the hospital boards: it is an integral part of the public health and educational system controlled by democratically elected local authorities. Under their supervision the service has functioned satisfactorily and economically for over forty years.

Medical officers of health have watched with amazement, says Dr. Lisney, the administrative expansion and increased expenses which have followed on the transfer of the school ophthalmic and other specialist services, while remaining profoundly thankful that they have not to justify the cost or the administration before their own education committees. Faced with rising costs on all sides it is natural that there is an increasing desire on the part of local authorities to pass on as many of the health services as possible to other bodies which are financed from the Treasury. This, however, is a short sighted policy if, as a result, the services are to cost considerably more, or if they are to be administered by medical and lay personnel who have had no experience of organized health services or local government administration prior to July, 1948; and who know nothing of preventative medicine.

The school health service in this country is still regarded as the finest in the world; America has nothing like it, especially in the provisions for the education of handicapped children. This was recognised when an English county medical officer of health was unanimously elected to the chair at the first meeting of the School Health Group of The World Health Organization at Geneva last summer.

The school medical service, as it was originally called, was inaugurated after the South African war because the physique of young adults was such that they were not fit to fight. In 1914 the number of rejects unfit for military service had already fallen and in 1939 the position had

shown a marked improvement. Even then, a large proportion of the militiamen could not march more than a few miles on account of foot troubles, and it is only in the last few years that the boot and shoe trade, under constant pressure by school medical officers has started to re-organize itself in order to give proper fitting shoes for each size of foot. This is only one example of how the school health service endeavours to improve the physical condition of young adults.

The difficulty of staffing the service is referred to by Dr. Lisney, who says of his own area (Dorset) that out of the six medical officers engaged in the school health service one is over 73, one is 67, another over 60 and two of the remainder are married women with families; the sixth is a comparatively young man making a career in public health. In present circumstances very few properly trained doctors are coming forward to take the place of the older members of the staff who are due to retire or are indeed past retiring age. He stresses the deplorable circumstances which had arisen as the result of the dissolution of the school dental service caused by a diminishing dental staff, who were taking up much more remunerative work in the general dental service. Pointing out that the position continues to deteriorate, he says if it is to be retrieved it must be tackled energetically on a national basis.

Team to Study Education for Management

Under the auspices of the Anglo-American Council on Productivity and the Economic Co-operation Administration, the Education for Management Team, sponsored by the British Institute of Management is now visiting America.

The sending of the Team implements the recommendation made in 1947, by a special committee in advising the Minister of Education on the educational facilities desirable for management in industry and commerce. "A small but authoritative commission," it held, "should be appointed to examine and to report on existing facilities for management education in the United States; . . . the United States have a wealth of equipment, of experience and of trained personnel in this field to which there is no parallel in Great Britain."

The aims of the team will be: to estimate the volume of effort devoted to education in management subjects in the U.S.A. at all levels; to visit selected educational establishments providing schemes of education and training for management, and to study their methods; to attempt to assess the acceptability of such education in management subjects to industry and commerce and its influence on the subsequent careers of students; and to report upon the methods and success of formal training schemes within industry itself.

The team, which is led by Lt.-Col. L. Urwick, O.B.E., M.C., M.A., F.I.I.A., comprises members having special knowledge of management education from the points of view of industry, the universities and the technical colleges. It includes representatives of the Ministry of Education and a trade unionist. Lt.-Col. Urwick is Vice-Chairman of the British Institute of Management and Chairman of Urwick Orr and Partners.

In order to make the maximum use of its allotted time of six weeks the team will be divided into five groups, each of which will possess both educational and industrial backgrounds. It is hoped that four of these groups may be able to spend from ten to twelve days with each of three different kinds of typical educational institutions, and that the fifth group will devote itself primarily to discovering the volume of effort devoted to formal education in management subjects and co-ordinating the work of other groups.

Better Value for Money in School Building

Further suggestions designed to help keep down the cost of school buildings are made by the Ministry of Education in Building Bulletin No. 4.

The Bulletin describes a new method of studying school building costs and the Minister asks authorities to give this method a trial and to send him their comments. Two uses to which the method can be put are suggested. The first, cost analysis, aims at examining the cost of schools already built for which bills of quantities and tenders are available; it is in the nature of a "post-mortem," to discover how much each element in the building has cost. By breaking down the total cost in this way it is possible to find where the architect has been relatively extravagant or unnecessarily economical.

For example, cost analysis would show that the cost of ironmongery to internal doors (such as handles, keyholes, hinges, etc.) is so small a fraction of the total cost that even a 25 per cent. saving, assuming it could be made, would make little difference to the cost of the whole building. On the other hand, it would also make clear which are the large and costly items (such as the heating installation, or the flooring, or the main structure itself), where any saving would result in a marked decrease in total cost.

The information gained by cost analysis can be used to form cost targets. The second use of the method described in the Bulletin is cost planning, which uses these cost targets to maintain a surer control of costs of future projects. It enables the architect to know how much he can afford to spend on any particular element before he incorporates it in his design.

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The Students in Adult Education Classes

By a Special Correspondent.

One of the most fascinating aspects of planning courses in adult education is that, in spite of much research and accumulated experience, they remain largely unpredictable. It is true that the majority of their supporters come from a comparatively small number of occupational groups, but beyond these it is impossible to forecast what the net will draw in each session. It is true also that certain stock subjects and activities are always sure of a steady support, but as soon as the organizer strays beyond these he can never be sure whether the response will be overwhelming or negligible.

Exciting and stimulating as this uncertainty undoubtedly is, it can be very wearing, and is apt to be inefficient and wasteful. In this field, where good labourers are few and the harvest itself none too plentiful, inefficiency and waste are particularly undesirable. Any attempt, therefore, at charting and sign-posting should not be without its value to those engaged in the work of organizing adult education courses.

Such an attempt was made recently as the result of a survey carried out among classes provided by the Manchester Joint Committee for Adult Education.* The chief conclusions reached in this enquiry were:

- (a) that such classes depend to a great extent for their students on clerical and professional workers;
- (b) that "a large proportion of students in classes are new or relatively new" to adult education; and therefore
- (c) "that the idea widely entertained in the past that the adult education movement depended on a body of people who attend classes year after year is false. Adult students . . . change considerably as a body each class session."

Readers may be interested to have these conclusions supplemented by others drawn from experience with classes provided by a local authority in a somewhat similar industrial and administrative area.

First, the relative popularity of the usual subjects offered. Table I shows the distribution of students among twenty classes with a total enrolment was just over 800.

TABLE I.
NUMBERS OF CLASS ENROLMENTS.

Class.	No. of Students Enrolled.	Percentage of Total.
<i>Music:</i>		
Appreciation of Music	236 (2 classes)	29
<i>Drama:</i>		
Dramatic Art	70 (2 classes)	20
Public Speaking	35	
Art of Ballet	54 (2 classes)	
<i>Literature:</i>		
New Books and Old	38	11
Heritage of Poetry	20	
Shakespeare	34	
<i>Language:</i>		
"Brush Up Your English"	82 (3 classes)	10
<i>Social Studies:</i>		
Current Affairs	77 (2 classes)	30
Economics	14	
Social Psychology	44	
Child Psychology	28	
Logic and Philosophy	53	
Local History	26	
TOTAL	810	

*Who Were the Students? by W. E. Stylax. (National Institute of Adult Education; 2s. net).

The figures are instructive, but any conclusion based thereon must be viewed with caution. Every adult education organizer knows that the drawing-power of a class can depend as much on the personality of the tutor as on the nature of his subject. For example, the tutor in charge of the mammoth Appreciation of Music classes shown above has built up his following by steady accretions from small beginnings over a period of years largely on his own magnetic personality. He is the type of tutor every organizer dreams of. Again, quite apart from any outstanding qualities in the tutor, an old-established class, well recommended by former students, will often attract more enrolments than a new venture in a closely related field. Thus the Social Psychology group above was larger than the new Child Psychology class, although the same tutor was responsible for both. Finally, a tutor may request that the numbers enrolling for his class shall be deliberately limited to facilitate a method of treatment he has in mind. This explains the small numbers joining the English Poetry group.

Table II, showing the occupational groups from which the students were drawn, supports the conclusions reached in the Manchester enquiry referred to above, that although the so-called "black-coated workers" predominate, the adult education movement is by no means entirely in their hands. Those attending the classes show a fairly representative cross-section of the citizens in their area.

TABLE II.
OCCUPATIONAL GROUPS OF STUDENTS.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Music	3	27	42	11	5	12
Drama	4	28	44	9	3	12
Literature	3	23	38	9	10	17
Language	2	16	30	16	20	16
Social Studies	3	24	46	12	6	9

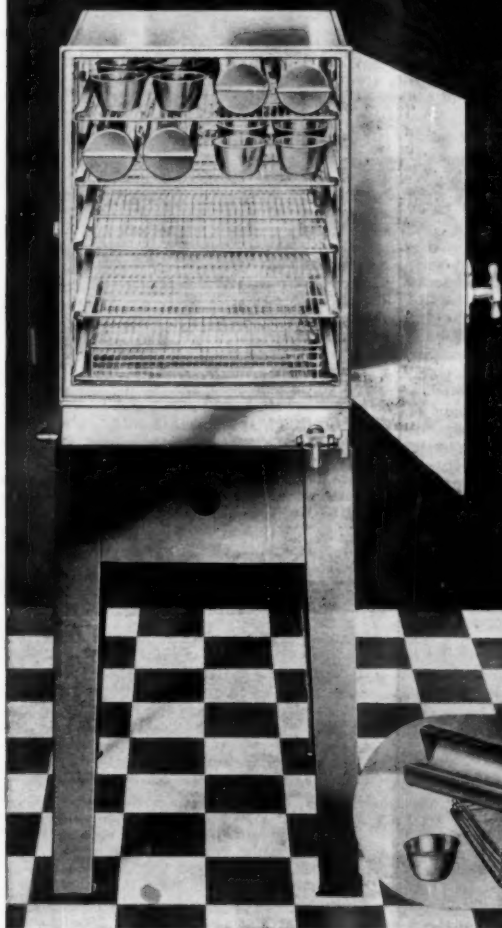
For the sake of brevity, the classes here, and in the remaining Tables have been grouped together, "drama" covering classes in public speaking and ballet as well as in dramatic art, "social studies," including the last six subjects in Table I. The following occupational classification has been used:

1. Higher Professional (including accountants, architects, company secretaries, doctors, etc.).
2. Lower Professional (including bank clerks, executive civil servants, local government officers, teachers, etc.).
3. Clerical.
4. Skilled Workers (including dental mechanics, electricians, laboratory technicians, plumbers, printers, etc.).
5. Semi-skilled Workers (including agricultural workers, domestic servants, factory workers, railway workers, etc.).
6. Housewives.

It is interesting to note that the distribution among the groups is roughly the same for all subjects except for the "Brush Up Your English" classes (shown here as "Language") where the appeal is to the skilled and semi-skilled rather than to professional and clerical workers.

How far this "effective" demand for classes from one occupational group as compared with another reflects the potential demand is not an easy matter to decide. There is no doubt that many more adults among the skilled, semi-skilled and even unskilled workers and among housewives would attend classes if these were brought more forcefully

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to their notice. Students will often say of a class, "I wish I had known of this before," or "more people ought to know about this." The problem is one of directed advertisement. Besides the methods of advertising commonly used by local authorities, university extra-mural departments and the voluntary bodies, i.e., the issue of attractively produced prospectuses showing the classes available in the area, and press advertising shortly before enrolment week, the following devices have yielded good results:

(a) A display of posters in office and works canteens, showing the type of facilities available and inviting application for detailed prospectus. It is encouraging to others if the Welfare Officer will append a list asking those intending to join classes to "sign below." Indeed, close liaison with welfare, education or training officers of industrial concerns and government departments is of the greatest help in building up classes.

(b) An informative, brightly-written article on adult education facilities in the district contributed to a local newspaper. Any editor of a weekly or provincial daily will be glad to print a readable account of what is being done (not a mere list) since the number of readers likely to be interested is large.

(c) The Regional offices of the B.H.C. are often prepared to include a note on adult education provision in their news bulletins at enrolment time, or even a ten-minute Talk. But this would have to cover a substantial part of the Region.

(d) The help of present students can often be enlisted if they are invited, towards the end of the session, to express their preferences for future classes and to bring proposed new classes to the notice of others likely to be interested.

There is one aspect of the occupational grouping of students which cannot be brought out by means of statistics. This is the contribution such classes make to the best interests of democracy in bridging the gap between management and workers, between the higher and lower ranks in administration and between one social class and another. The regional chief of a government department finds himself sitting and working beside one of his very junior clerks; a young machinist is in the same group as his works manager—all on an equal footing, pursuing a common cultural interest.

Table III shows the distribution of students attending classes into three age-groups: those under thirty, those between thirty and forty-five and those over forty-five.

TABLE III.

AGE OF STUDENTS.

	Under 30.	30-45.	Over 45.	Not Given.
Music	48	26	5	21
Drama	53	24	14	9
Literature ..	47	18	5	30
Language ..	35	51	6	5
Social Studies	47	32	6	15

One might have thought that cultural, non-vocational courses would have had a stronger appeal for older than for younger people, since many men and women in their twenties are fully occupied in pursuing studies concerned with their careers. But the figures in Table III above show how high is the proportion of young people under thirty who are prepared to continue or take up again in their leisure hours studies begun at school. It is a most encouraging sign. We should remember, however, that most of those included under "age not given" would belong to the over thirty group.

It appears from Table IV that, although there is a great preponderance of women over men students, this is not evenly spread. Thus, as one might have expected, although such social studies as current affairs, psychology and philosophy have as strong an appeal for men as for women, purely cultural subjects such as music and literature will

not draw men from their firesides on winter evenings. The explanation for the general preponderance of women students may lie in the fact that, in homes where there are children, the husband is often ready to allow his wife a chance to get out in the evening. The comparatively high figure for men in the drama section is partly explained by the fact that this included a class in public speaking attended largely by men.

TABLE IV.

SEX OF STUDENTS.

	Men.	Women.
Music	22	78
Drama	31	69
Literature ..	12	88
Language ..	29	71
Social Studies	43	57

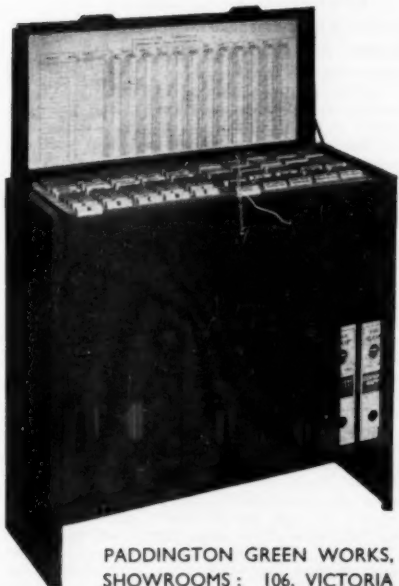
"Wastage" among adult non-vocational students during the course of the session will probably always be high. Housewives and others take on at the beginning of the session commitments which they find they cannot keep up. The effects of severe weather and illness are more marked among older students than among the young people attending vocational classes. But a careful comparison of the "staying-power" figures for adult students over a period of some years has failed to reveal any correlation between the degree of falling off and the nature of the subject or the occupational groups or ages of the students. The only conclusion to be drawn—and here the evidence is very marked, though impossible to express statistically—is what anyone familiar with the field would have expected: there is a strong correspondence between the staying-power of the class and the personality of the tutor. It is clear, too, that absenteeism and falling off is lowest in those classes where the tutors notice and are concerned about the absence of their students.

Indeed, the choice of tutor is undoubtedly the key to success in organizing classes for adults. A vocational student will often suffer agonies from a lecturer with a halting delivery, irritating mannerisms, slovenly appearance and even bad manners so long as he gives out what can be reproduced in examinations. But not so the non-vocational student. He or she does not look necessarily for academic distinction, but does expect knowledge of the subject, the ability to impart information agreeably and, above all, enthusiasm.

The man or woman who has been successful as a teacher or lecturer in other branches of the educational service will not always make the best tutor for this work. Indeed, the normal academic background and attitude can often be a positive disadvantage and will "kill" a class in no time. The gift resides in the person, not in the occupational group to which he belongs. Among the tutors engaged with the students to whom this enquiry relates the six most successful were by profession a clergyman, a newspaper leader-writer, a company director, a secondary modern school head master, the manager of a Labour Exchange and the regional education officer of a nationalized industry; their success has little to do with their several vocations except that all are brought daily into close contact with all classes of people.

Any attempts to reach conclusions about the composition of adult education groups which shall be valid for more than one time and place are probably foredoomed to failure. There are so many variable factors which contribute to existing conditions and which have no direct relation to what happens in the classroom, so many imponderables to be taken into account that scientific methods of analysis and deduction are scarcely applicable. General trends and probabilities are the most that we can hope to discover. But a grasp of even these is valuable if it will help us to meet potential as well as expressed demand and to deploy our scarce resources to the best advantage in this most important and fascinating educational field.

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Population Estimates for 1950

The Registrar-General issued last month his estimates of the population of each local government area in England and Wales as at 30th June, 1950.

These estimates include members of the armed forces stationed in each area and distinguish the numbers of persons under fifteen years of age.

The population actually in this country at the date stated is estimated to have been 43,830,000 with 9,630,000 under fifteen years of age, compared with 43,595,000 and 9,497,000 respectively a year earlier.

These will be the last estimates for local areas before the publication of the first results of the Census taken last month. They are being issued as they are required for certain administrative purposes which for various reasons cannot await the new Census figures.

Student Apprenticeships in Electrical Engineering

Minimum Educational Standard

The minimum educational standard for entrance as a student apprentice in electrical engineering will in future be a General Certificate of Education with passes at ordinary level in English, Mathematics, and a Science subject; candidates will also be required to produce satisfactory evidence of a broad general education. The duration of the Student Apprenticeship course, four or five years, is unchanged. The minimum age of entry is sixteen years, but apprentices starting at seventeen or eighteen years of age will be expected to have passed in at least one of the subjects mentioned above at advanced level, and in the remainder at ordinary level.

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Increased Salaries for Northern Ireland Teachers

**Quinn Committee's Recommendations accepted by Minister.
All-round Rise of about Twenty Per Cent.**

Recommendations by the Teachers Salaries Committee, under the chairmanship of Senator H. Quinn, which have been accepted by the Minister of Education and approved by the Minister of Finance, will increase the salaries and allowances of teachers in all recognised schools in Northern Ireland by, broadly speaking, about twenty per cent.

Regulations to be prepared by the Ministry will give effect to the recommendations of the Committee. The new scales and allowances will have effect as from 1st April, 1951.

The Committee, which was appointed on 30th January, report that it was agreed there should be no departure from the principles underlying the former salary scales. The views of the former Committees that Northern Ireland teachers should receive salaries comparable with those of their colleagues in Great Britain were also endorsed by the Committee and, therefore, they had had regard to the recent improvements in the Burnham and Teviot scales.

In conclusion the Committee states that it "appreciates that its recommendations will not meet with unanimous approval. It has, however, arrived at conclusions which, it feels, are fair and reasonable having regard to the financial limit imposed and to the desirability that the amount available should meet the dual purpose of improving the salaries and allowances in the light of the increased cost of living and of making the profession more attractive. The teachers' representatives and representatives of the governing bodies of voluntary grammar schools consider that they must express their anxiety that even these higher scales may fail to maintain at adequate strength, in both numbers and quality, a profession upon which the well-being of the community so much depends."

THE NEW SCALES

The scales for full-time qualified teachers are as follow :

Scale 1 (mainly two-year trained teachers)—MEN : From £360 rising to £675 (by annual increments increasing from £15 to £20); WOMEN : £315 rising to £555 (by annual increments increasing from £10 to £20).

Scale 2 (mainly three-year trained teachers)—MEN : £375 rising to £690 (by annual increments increasing from £15 to £20); WOMEN : £325 rising to £565 (by annual increments increasing from £10 to £20).

Scale 3 (mainly four-year trained teachers)—MEN : £400 rising to £712 (by annual increments increasing from £15 to £20); WOMEN : £345 rising to £585 (by annual increments increasing from £10 to £20).

Scale 4 (Graduates or their equivalent)—MEN : £416 rising to £770 (by annual increments increasing from £15 to £20); WOMEN : £360 rising to £625 (by annual increments increasing from £10 to £20).

Scale 5 (Honours Graduates or their equivalent)—MEN : £451 rising to £850 (by annual increments increasing from £15 to £30); WOMEN : £385 rising to £680 (by annual increments increasing from £10 to £20).

ALLOWANCES AND SPECIAL SCALES

Principals of Primary, Intermediate and Grammar Schools—not exceeding 30 pupils, £55; 30-70 pupils, £65; 70-120 pupils, £80; 120-200, £115; 200-300, £160; 300-450 £210; 450-600, £250; 600-750, £295; exceeding 750, £340.

In addition to the above allowances, principals of intermediate and grammar schools shall receive a further allowance depending on the number of pupils on roll following approved secondary courses. In the case of intermediate schools, the additional allowance ranges from £60 where there are not more than 120 pupils to £180 where

there are over 600 pupils. For grammar school principals, the additional allowance ranges from £130 where there are not more than 120 pupils to £565 for more than 1,000 pupils.

Special Schools: In addition to salary and special school allowances, if any, principals of special schools shall receive an allowance dependent upon the number of pupils on roll. This ranges from £65 where there are not more than 30 pupils to £210 where there are more than 200 pupils.

Institutions of Further Education: The following shall be the salary scales for principals of institutions of further education other than the Belfast College of Technology:

Grade A—£600 rising by annual increments of £25 to £825; Grade B—£700 rising by annual increments of £30 to £1,000; Grade C—£800 rising by annual increments of £30 to £1,100; Grade D—£900 rising by annual increments of £30 to £1,200; Grade E—£1,000 rising by annual increments of £30 to £1,300.

There are also additional allowances for posts of special responsibility in primary, intermediate, grammar, and technical schools. The amounts for intermediate schools are no longer fixed but may be varied within aggregate limits as has been the practice in grammar schools for some time.

Belfast College of Technology

Lecturers to be paid £80 in addition to scale salary. Senior Lecturers shall receive salary in accordance with the following scales: MEN—£800 rising by annual increments of £25 to £1,000; WOMEN—£620 rising by annual increments of £20 to £840.

The salary scales for Heads of Departments shall be as follow:

Grade 1: Men—£850—£1,100; Women—£740—£980.
Grade 2: Men—£950—£1,200; Women—£840—£1,080.
Grade 3: Men—£1,050—£1,300; Women—£940—£1,180.
Grade 4: Men—£1,150—£1,400; Women—£1,040—£1,280.

The Vice-Principal of the College shall receive salary in accordance with the salary for Heads of Departments, Grade 4.

Unqualified Teachers in Primary Schools

Women teachers appointed before 1st January, 1947—£190—£292; Women teachers appointed on or after 1st January, 1947—£160 if total service is less than two years; £175 if total service is not less than two years but the teacher is under 21; £190 if total service exceeds two years.

Unqualified men teachers: £190 if total service is less than two years; £205 if total service is not less than two years but the teacher is under 21; £220 if total service is not less than two years and teacher is over 21.

Unqualified Teachers in Secondary Schools and Institutions of Further Education

Minimum rate of remuneration—Men: £220; Women: £190.

Part Time Teachers

Part Time teachers—Minimum 7s. 6d. per hour.

Qualified part-time teachers in secondary and technical schools should be paid not less than 9s. an hour

Allowance for Evening Work

For hours over and above the minimum required in Technical schools, the rate per hour is 6s. (maximum weekly amount £2 8s. 0d.).

Rural Music Schools have been invited through the Arts Council to take part in the Festival of Britain, and plans are going ahead in Hertfordshire and Bedford to provide a week of amateur music and a programme of varied attractions. The Suffolk school is arranging a national summer school; Sussex plans a celebration at the Dome at Brighton, and Hampshire will take part in a special service at Christchurch Priory.

Science Faculty to Aid Liberian College

Four science instructors from Denmark, the Netherlands, New Zealand and the United States have arrived in Liberia on a United Nations Educational, Scientific and Cultural Organization mission sent in answer to a Liberian request for teachers to train skilled personnel needed for the country's developing economy.

The teachers will form the nucleus of a science faculty for Liberia College at Monrovia, capital of the republic founded on Africa's western coast more than one hundred years ago by emigrants from the United States. Their mission is part of Unesco's world programme of technical assistance for economic development in 1951.

In addition to establishing a science faculty at Monrovia College, Unesco will also furnish Liberia later on with a team of educators, who will lay the foundation for an improved educational school system in the country's backlands.

The science teachers already in Monrovia on one-year missions are Dr. Mogens Pihl, of Denmark (mathematics); Captain P. J. G. Huijter, of the Netherlands (physics); Arthur J. D. Barker, of New Zealand (biology); and Henry C. McBay, of the United States (chemistry).

A Summer School for Men and Women Teachers will be held at Furzedown College, London, from August 20th—25th. There will be Primary and Secondary courses in Voice and Speech, Choral Speaking and Drama for Schools. The school is residential, but non-residents may also be enrolled. Copies of the syllabus, giving full particulars, are obtainable from the Secretary, The Speech Fellowship, 1, Park Crescent, Portland Place, London, W.1.

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The County College in Wales

Report of Central Advisory Council for Education (Wales)

Disagreement about the establishment of County College in Wales is expressed in the report* of the Central Advisory Council for Education (Wales). The Council, under the chairmanship of Professor R. I. Aaron, began work on the report in December, 1947.

The majority of the Council consider that county colleges should be started before the re-organization of primary and secondary education is completed, but a minority report by four members expresses the view that it is essential to complete these plans first.

The Council state that because of the lack of teachers and suitable premises, delay in starting county colleges is inevitable, but to wait until the re-organization of primary and secondary schools is completed would mean postponing the colleges for many years. This would be regretted since "the present serious neglect of the majority of young persons of 15-18 cannot, on educational grounds, be justified."

The minority report, however, expresses the belief that recent educational reforms should be completed and consolidated before new ventures are undertaken, and that all resources of personnel and building should be used to that end. The first necessity is for the development of a real, though varied, secondary education for all. The recently expanded secondary education would necessitate extensive building programmes and would take years to complete.

Another point of disagreement is on the question of including compulsory subjects in the county college curriculum. The Council suggest that while the curriculum should be as flexible as possible, all students should follow courses in either English or Welsh or both, in social studies, physical education and practical subjects. It points out that "for some students the County colleges may be the last opportunity to learn how to read and write with any confidence." The minority view is that these compulsory courses should not necessarily be followed by all individuals. They think that the Principal and staff of a college should decide what is best for the young workers and that "no rule-of-thumb generalization on compulsory subjects will be an adequate substitute for such educational guidance."

In a foreword, Mr. George Tomlinson, the Minister of Education, states that he welcomes the reports as a further contribution to the study of the problems of the county college and that they are published in the hope of stimulating further discussion.

The following are among other recommendations of the Council:

The most convenient size for the county colleges of Wales would be about 300 students a day. An urban area with a population of about 250,000 would probably need accommodation for about 2,000 students a day for five days a week. A city of the size of Cardiff would need six or seven colleges.

In rural areas the provision of some residential county colleges will be essential, but the cost would make this prohibitive in urban areas.

County colleges should be given a good start in premises; restrictions and improvisations which may be necessary at first should be reduced to a minimum. They should be accommodated in their own premises wherever possible.

Where students attend county colleges for one day a week, two-thirds of the time should be spent on their vocational needs and one-third to general education.

The needs of industry and commerce for skilled women possessing secretarial qualifications should be met by county colleges, home management should form an

important part of the general education of all girls at county colleges. A small well-equipped modern farm should be attached to some colleges in rural areas.

At all stages continuity of language policy is of paramount importance. In rural Wales, where Welsh will be the language of conversation, it should normally be the medium of instruction. The majority of the staff should be Welsh speaking. In bi-lingual areas, a substantial number of the staff should be fluent in both languages.

The staffs of colleges should be regarded, and should regard themselves, as tutors rather than teachers. Each student should be assigned a personal tutor to whom he can turn at will for advice.

Student groups should be small and colleges should be generously staffed. The staffs should consist of men and women of wide sympathy and broad interests, preferably with experience of industry and of work with young people. The Principal should be a person of vision and wide sympathy; the success of a county college will depend in large measure upon him.

The need for vocational guidance may be greater in county colleges than in secondary schools. Where the Youth Employment Service is established in colleges, it should be suitably and adequately staffed.

Centenary Exhibition of the Great Exhibition of 1851

The Centenary Exhibition of the Great Exhibition of 1851 is being held in the Victoria and Albert Museum from May 1st to October 11th, the same period of opening as the original Crystal Palace in Hyde Park.

This Commemorative exhibition contains many exhibits originally shown in 1851, together with a large selection of other relics, paintings, engravings and souvenirs of the Great Exhibition. It will be possible for the visitor to gain a vivid picture of that great undertaking and appreciate the scope and quality of the achievement. Some 13,900 exhibitors from many nations of the world contributed over 100,000 objects and showed them in a vast building of glass and iron covering 19 acres. Visitors to the original Exhibition numbered 6,039,195.

Among the many interesting objects which were in the original Exhibition, and which are being lent for the present showing, are various exhibits lent by H.M. the King, including the famous jewel casket made for Queen Victoria as well as original paintings from Windsor Castle. Other exhibits will be Prince Albert's own signed season ticket; the Duke of Devonshire's celebrated emerald and his bejewelled "Knyphausen Hawk"; swords; carpets; engravings; shawls; boots and shoes; clocks and watches; fabrics; furniture; gold and silversmith's work; jewellery; a grand piano; pottery and porcelain; sculpture (including a replica of the well-known "Greek Slave" by Hiram Powers); the original Turkish towel made in England; the 80-blade "Norfolk" knife; stuffed animals in "human" tableaux; a railway locomotive model; the "comic electric telegraph"; paint boxes; a floral group in Russian isinglass; wax flowers; silver-mounted riding drops; Paxton's original blotting paper sketch of the Crystal Palace; a cigar; a piece of the original foundations; contemporary letters and diaries; a doll representing the infant Prince Arthur; a contemporary model of the Exhibition; an Indian Throne; the large official painting by H. C. Selous of the opening ceremony; ivory models; ink stands, souvenir mugs, match boxes, handkerchiefs, medals, a thimble, paperweights, card cases, and notepaper; parasols; a peep-show; a piece of soap, etc., etc.

This Exhibition will also contain a picture story of how the Crystal Palace was constructed and how it appeared.

* The County College in Wales, H.M.S.O. 4/6.

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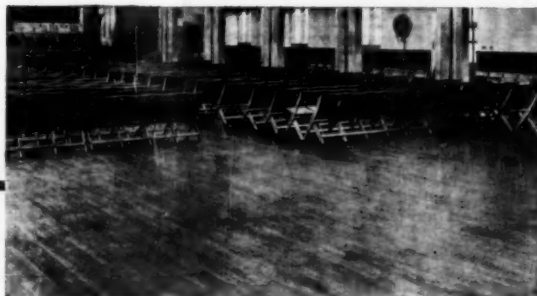
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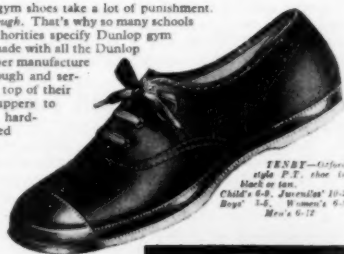
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Impressions of a Publisher's Representative

In the capacity of an educational publisher's representative I have visited, during the last fourteen months, well over a hundred Secondary Grammar Schools in London, the Home Counties and the Midlands. Being a comparative newcomer to this field, although my interests have been in educational problems for some years, I believe that I may have been impressed, favourably and otherwise, by things which older and wiser hands have possibly begun to take for granted.

My first impressions are, perhaps significantly, of girls' schools where, when I first went out visiting, I would wait in fear and trembling for the sound of the bell and the subsequent exodus of girls and mistresses. But happily my trepidation soon proved to be quite groundless and all fears were swept away by the friendliness and hospitality which I encountered, and still encounter, on all sides. It was a revelation to me when only a few weeks ago I visited for the first time a co-educational school on the outskirts of London. On arriving I was asked to go into the secretary's office and there I found three or four of the senior boys and girls helping with the stationery. Into this room at break came the mixed staff to look at the books I was showing, and I immediately became aware of the complete lack of self-consciousness between girls and masters, and between boys and mistresses. The girls spoke to me intelligently and above all, without any shyness, which would have been an unusual occurrence in a "girls only" school. There may be many arguments against co-educational schools, but I have now seen a practical reason for their continuance.

In my ignorance I had believed that only heads of departments were concerned in the selection and ordering of text-books, but I have found out that not only the senior teachers, but the whole staff, are interested and keen to see anything new, and the habit of requesting inspection copies is coming back again. Many junior teachers are given a free hand in the choice of the books they use, and the student teachers, many of them on probationary teaching courses from training colleges, are among the keenest to see new material or to discuss established books.

Unfortunately, in nearly all the schools I have visited, there is one complaint which is repeated again and again. "There isn't much point in looking at your books you know. We've no money left." I have heard it on all sides and in all types of schools. In these circumstances it is often a surprise to me that I get the reception I do get, and I could count on the fingers of one hand the schools in which I have roused no interest at all. In 65 per cent. of the schools, one or more of the staff have asked for inspection copies, and more have wanted catalogues.

It is not necessary for me to dwell on the hardships of teachers to-day, they know far more about them than I will ever know; but it is a wonder that more of them are not nervous wrecks long since. One young teacher told me last winter that he was unable to get any of the books he would like because of the financial position of the school; personal needs made it necessary for him to live twenty-two miles away and he did the journey daily on a bicycle. Such a man must surely feel his vocation as strongly as the most pious cleric.

When approaching a school from the outside I try to imagine the atmosphere I will find within, and the kind of place in which I will be asked to show the books. In the girls' schools there is usually a deathly quiet before the bell sounds for break, whereupon pandemonium is let loose with an enthusiasm which can be rather disquieting, particularly if one happens to be in the path of the onslaught. The Staff Rooms are usually kept for more social activities than the displaying of books, and the hall or the stationery room is the most usual place. In one school, I was asked to go into the gymnasium, and by the time the

mistresses had had their cup of tea and had decided to come and look at the books there was such a crowd of girls examining with genuine interest French texts, history books and the like, that there was difficulty in letting the staff through. One bright summer's day, walking up the drive of another girls' school, I was met by the secretary who told me that they were waiting for me on the tennis court. Thinking that the staff—very sensibly—were making the most of the sunshine, I went along. On arriving, there were no mistresses to be seen, but the school prefects were all lined up waiting to have their photograph taken.

In boys' schools it is usual to be shown into the Staff Room, there to await the masters as they come in after the bell has sounded for lunch or break. Over a cup of something most of them usually become chatty about their pet book or their chief need for a particular text, and in this way much can be learnt about the needs of the teachers, as well as the problems to be faced by the educational publisher.

Most head teachers seem to leave the choice of books to their staff, but occasionally I meet a head who wants to look through the whole list and discuss the particular needs of the school. For instance, one head mistress told me that a particular book was in use in her IVth form, but that she wanted another book to cover the same subject at a higher level. When I told her that the very same book, used in a certain way was, to my knowledge, used in the Vth forms of several other schools she was very pleased, and thus expense was saved and something had been achieved on both sides. After all, the first object of publisher and teacher is to educate economically and successfully, and, if a medium can be reached which will satisfy the one while meeting the general aims of both, then a job has been well done.

The representative who keeps his ears open hears many interesting comments, criticisms and suggestions which, if put into practice, will be of benefit to the teachers themselves who create the demand; and it is their criticism or praise that is wanted. A man who has used a book for one term can say more about it that will be of value than an endless number of theories put forward by hypothetical educators. I would ask teachers to be open and quite frank with any representatives they meet; it will pay them eventually. To my mind a few thoughtful ideas and comments are worth a notebook full of orders.

Careers in Retail Furnishing

The National Association of Retail Furnishers announces the completion of arrangements for its Recruitment and Apprenticeship Scheme, which is issued under the authority and approval of the Labour and Education Committee of the Association of Retail Chambers of Trade.

The shortage of suitable young school-leavers entering the furnishing trade has long been manifest. The objects of the Association in launching this scheme are to encourage a steady and adequate number of suitable young persons to enter the trade, and to train them properly. The problem of the recruitment of juveniles cannot be divorced from that of training, because the success of a recruitment policy will be determined very largely by the training facilities offered.

The Association scheme has been formulated in conjunction with the Youth Employment Services of the Ministry of Labour who will co-operate and assist in its development. The scheme is comparable with schemes in other trades and offers young persons entering as apprentices, an opportunity to lay the foundations for secure and progressive careers.

This year the Present Question Conference will be held at Lady Margaret Hall, Oxford, from 4th to 11th August, inclusive. The theme of this year's Conference will be: "Freedom and Responsibility."

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Attendance of School Children at Evening Institutes

The Minister of Education's attention has been drawn to the fact that some uncertainty exists in the minds of local education authorities about the attendance of school children at evening institutes and that in consequence the conditions governing their admission vary in different areas. He has decided, therefore, that some guidance in the matter of admission of school children to these institutions would be helpful to authorities.

The evening institute, says Admin. Memo. 385, is essentially a place for the education of young persons who have left school and whose days are spent in industrial or commercial employment. These young people belong to the adult world, and if the evening institute is to attract them and deal with them successfully it must be adult in its programme and its methods. It follows therefore that the admission of school children impairs the essential quality of the evening institute. Moreover, apart from the effect of evening school attendance on the children themselves or the unsuitability of the work for them, the interests of the young workers for whom the evening institutes are provided demand that school children should be excluded, at any rate until they are about to enter the adult world. These considerations should apply in any type of evening institute, whether the classes concerned are vocational, non-vocational, academic or practical.

The Minister does not accept the view which is sometimes put forward that concurrent attendance at school and evening institute is likely to secure continuous attendance at an evening institute after a child has left the day school. From the information before him he concludes that much of the wastage in evening institute attendance is due to the fact that young people, have, for one reason or another, joined evening classes too early and thus have lost their initial enthusiasm by the time they should be taking a serious interest in attendance at the evening institute.

The Minister considers that the admission of day school pupils to evening institutes is justified only when it enables them to enter at the beginning of a course which they would in any case be eligible to enter before the end of the session, and while concurrent attendance at evening institutes should not be encouraged in the case of older pupils who remain at secondary schools beyond the age of fifteen, it may be allowed exceptionally when the Heads of the evening institute and secondary school concerned are satisfied that it is in the pupil's interests and that it does not prejudice in any way the provision for other evening students.

Dame Dorothy Brock

The University of London Press announce that Dame Dorothy Brock, D.B.E., Litt.D., M.A., LL.M., has joined their Board of Directors.

Dame Dorothy was educated at Bromley High School and Girton College, Cambridge, where she was placed in the First Class in the Classical Tripos. She then became Classical Mistress at King Edward's High School, Birmingham, where she remained until appointed Head Mistress of Mary Datchelor School, Camberwell, in 1918, from which position she has recently retired.

Dame Dorothy has served on many important Committees dealing with various aspects of education and her voluntary services to education have been recognised many times throughout her distinguished career. She was President of the Association of Head Mistresses, 1933-1935. In 1936 she was given the Honorary Freedom of the Cloth Workers' Company and the Freedom of the City of London; and in 1950, the Freedom of Camberwell, never before conferred upon a woman.

Minister of Education Opens New Schools

Mr. George Tomlinson, the Minister of Education, opening the record number of nine new schools in Bristol said that since the war, about half-a-million places had been provided out of the total of about 1,150,000 places estimated to be needed by the end of 1953 to meet the rise in the birthrate. He added that another 340,000 places will be provided by work under construction or approved for start before the end of last year, and a further 130,000 are expected from projects started by the end of March. It is expected that the 1951-52 programmes of the local education authorities will produce the greater part of the remaining 240,000 places required.

"So far as the national picture is concerned we look like coping with the many extra children we have to deal with," continued Mr. Tomlinson. "But what we want in new school building is good value for money. I don't pretend that the limits we have imposed in the cost per place of school buildings are easy to achieve, but this should not present architects with such severe tasks as some people might think, especially as there has been almost a revolution in school planning in the last two years."

Referring to the 1d. increase in school meals, Mr. Tomlinson said that the full cost of a school dinner now averages nearly 1s. 3d. With the increased Defence programme and our vital needs in other fields of education, it was felt that the small measure of economy involved by raising the charge of school meals from 6d. to 7d. was preferable to any alternative that presented itself. He foresaw that this increase might create difficulties for some parents, but he had asked local education authorities to give sympathetic consideration to border-line cases where the increased charge may cause financial hardship.

Conference of Esperantist Teachers

The Society of British Esperantist Teachers held its annual Easter School during the past month, March 24th to 31st, in Folkestone. The chief aims of the Society are to develop the teaching of Esperanto in schools and to co-operate with teachers in other countries for the same purpose.

Members of the French Esperantist Teachers' Society took part in the programme, and one of the most interesting lectures was given by M. Jean Déguilly of Chaumont, who has taught in England as well as in France, on "The differences between the English and French systems of education." Small discussion groups have dealt with a number of themes of general interest in order to exchange ideas. Lectures have been given on the teaching of Esperanto at different levels—elementary and advanced.

The members have had experience in schools of different types—technical, continuation, grammar schools, secondary modern, and primary schools, as well as evening institutes. Travel experiences have naturally occupied part of the programme, one lecture having been concerned with life in Argentina. This was given by Mr. W. Goodes, Romford, who was for nine years head master of the English school in Rosario.

During the week, the Conference listened to broadcasts in Esperanto from France, Sweden and Switzerland. All lectures and discussions, as well as social evenings, have been entirely in Esperanto. Folkestone Esperantists were most helpful in arranging excursions and in accompanying the members of the Conference to places of interest near Folkestone, thus giving both the French and British visitors a thoroughly enjoyable time. The British Society is a member-society of the International League of Esperantist Teachers, which has branches in France, Finland, Germany, and Holland, and representatives in twenty-three other countries, inclusive of Japan and Brazil.

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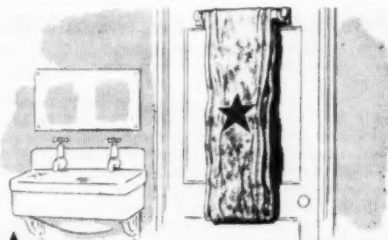
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New School Link with Festival of Britain

Mr. Gerald Barry, the Director-General of the Festival of Britain, performed the opening ceremony of Ricardo Street School, Poplar, E.14, last month.

Ricardo Street School is one of the most important buildings in the London County Council's comprehensively planned reconstruction of part of the new neighbourhood of Lansbury in London's East end which is associated with the Exhibition of Architecture, Town Planning and Building Research for the Festival of Britain 1951.

The opening of Ricardo Street School marks the completion of the first contribution by the Council as local education authority towards the big task of providing the new school buildings which will be needed in the large area of Stepney and Poplar to be rebuilt as a comprehensive whole in accordance with the County of London Plan.

In 1948, a small part of this area now known as Lansbury was selected by the Festival authorities as the site on which an exhibition of architecture, town planning and building research could be presented in a "live" three-dimensional form. A much enlarged site for a new primary school had previously been reserved when the London School Plan was being prepared and part of the site was allocated for a nursery school which is now nearing completion. The proposal to commence the redevelopment of Lansbury so that progress would be sufficiently advanced during the Festival period necessitated speedy decisions on the part of the Council. A special timetable was made for taking the appropriate legal and administrative action and for carrying out the detailed preliminary work required before a school can be built. The fact that it has been possible to occupy the building, despite the abnormal weather of recent months before the opening of the Festival is a testimony to the degree of co-operation achieved between all those concerned, particularly the officials of the Council and the Ministry of Education, the architects who designed the school and the contractors who undertook the building work.

The original school was built in the early days of the School Board for London and was opened on 1st June, 1874. During 1913-14 the school was rebuilt to accommodate 1,152 children in three departments. The girls used the roof as a playground, and there was another three-storey building with the cookery centre on the ground floor and the schoolkeeper's quarters above. In addition, there was a single storey laundry on the site. In 1935 it was decided, in view of the decreasing number of children in the locality, to close the infants' department and to use the accommodation vacated for improving the amenities of the senior departments. The school was included in the three-year programme of improvements approved by the Council in 1935, and the building was reconditioned in 1937-38, when new rooms for science, metalwork, housewifery and needlework were provided.

Like so many others in East London, the school building was destroyed by enemy air attack. On the evening of 1st November, 1940, it received a direct hit from a high explosive bomb which exploded on the ground floor and seriously damaged the eastern end of the building. At that time the building was used by the Auxiliary Fire Service, five members of which were killed and five seriously injured. Although temporarily repaired, the school subsequently received further damage through enemy action, including blast from a rocket bomb in November, 1944, which finally sealed the fate of the old building.

The new school presents an imposing appearance, particularly when it is approached from Ricardo Street, and the most casual visitor cannot but be impressed by the amount of glass used in the construction of the building. The school occupies an island site of three acres, and the buildings are free-standing towards the north of the site to give open space on the south. The main block of the building contains eight classrooms on the first floor intended to accommodate 320 juniors, and five classrooms on the

ground floor for 200 infants. The remainder of the ground floor of the classroom block is occupied by the common dining-room and kitchen.

The shape of the site has enabled the architects to plan the school so that all the classrooms have a southerly aspect and the block is so designed that both ground and first floors get cross light and ventilation, the first floor classrooms being approached by bridges across a light well. Heating of classrooms is by floor panel; hot water radiators or coils are used elsewhere.

World Film Experts Meet

Methods of extending the use of films throughout the world in support of human rights, fundamental education, the popularization of science and the goals and activities of the United Nations and its Specialized Agencies were recommended at a meeting of an international committee of film experts held under the auspices of Unesco in Paris last month.

The gathering was attended by thirty-four experts and observers from fifteen countries, two international agencies, and nine international non-governmental agencies interested in the production, exhibition and distribution of films.

The delegates were from Australia, Belgium, Canada, Denmark, Egypt, France, Germany, India, Italy, Mexico, Sweden, Switzerland, the United Kingdom, the United States, and Yugoslavia. They included officials of governmental film organizations, private film producers and distributors, and educators concerned with the use of films as a medium of teaching. The United Nations and the World Health Organization were represented by observers.

The experts agreed to ask the Governments of their countries to ratify the international agreements, adopted by the Unesco General Conferences in Beyrouth and Florence, on the free international circulation of audiovisual material and on its exemption from tariff restrictions. They discussed methods of improving the organization of inter-national film festivals, and the developing relations between the films and television.

Jaime Torres Bodet, Unesco's Director-General, pointed out, in an address to the delegates, that budgetary limitations did not permit the Organization either to undertake large scale production of films or to provide financial assistance to production outside the Organization. On the other hand, he said, Unesco could furnish technical assistance to film producers by making available to them information and documentation, and also by helping remove the barriers to the international exchange of films.

More Scholarships in the U.S.A.

The Ministry of Education announce that forty more scholarships, for the study of Management in the U.S.A., are to be awarded in 1951. These are in addition to the thirty-five scholarships for the study of Technology recently announced.

Funds for these awards are to be provided by the American Economic Co-operation Administration, and the scheme is under the sponsorship of the Ministry of Education, the Scottish Education Department and the British Institute of Management.

The aim of the scheme is to enable suitable candidates to extend their knowledge and experience of management by spending nine months in America undergoing a period of organized study together with plant experience. Successful candidates will normally spend approximately six months taking a special course of management subjects and techniques at selected universities or technological institutes, together with periods in industrial plants and in visits to professional, government and labour organisations.

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New Schools are Costing Less

"New schools will set an example by being one of the few things which will be cheaper this year than in 1950," said Mr. George Tomlinson, the Minister of Education, when opening three new schools in Walsall. "During the past two years," said the Minister, "we have been getting increasingly better value for money in school building. For 1950, limits of cost per place were set 12½ per cent. lower than the average for 1949. The great majority of local education authorities have not found it difficult to work within these limits. In fact, on average, schools approved in the 1950 programme have been below the cost limits. Primary schools have cost £158 per place, against £195 in 1949. Average secondary school costs have been reduced from £320 to £272 per place. These savings have been made without reducing the number of school places and without loss of quality. In fact, many of the 1950 schools are much better educationally than the more expensive schools of the 1949 and earlier programmes. For the 1951 programme, the cost limits are 12½ per cent. lower again—making a 25 per cent. reduction in cost compared with the 1949 average.

"It is no good pretending that these still lower cost limits are going to be easy to achieve, particularly as prices for labour and materials are rising. However, I have plenty of evidence from different parts of the country that authorities can achieve the lower costs for their 1951 programme without sacrificing standards. Without any reductions in essential accommodation, and without putting up shoddy buildings which will be expensive to maintain, a number of authorities have obtained tenders within the cost limits since the recent wages increase for the building industry. I am satisfied that we can maintain the current cost limits without loss of education standards and without building badly in the architectural sense."

Referring to the need for economising to meet the costs of the defence programme, Mr. Tomlinson said: "The Government has no intention of sacrificing the education of our children. We shall not go back on the 1944 Education Act although it is obviously going to take much longer than we had hoped four or five years ago to carry out all the reforms which the Act contains."

The Minister also announced that "non-traditional" systems of school building were being considered. "We are working on this problem," he said, "in collaboration with industry and before long, I hope, architects will have a wider range of choice."

The Interchange of Teachers between U.K. and U.S.A.

Applications for teaching appointments under the Scheme for the Interchange of Teachers between the United Kingdom and the United States for the year 1952-53 can now be received, says the Ministry of Education.

Owing to the popularity of the Scheme and to the time required to complete the necessary details, intending applicants are advised to apply immediately for the necessary application forms from Miss Edith A. Ford, Chairman and Director, British Committee for the Interchange of Teachers between the U.K. and U.S.A., 37, Charles Street, Berkeley Square, London, W.1.

The financial arrangements for the year 1952-53 have not yet been decided. For the present year 1951-52 the candidates received a grant of £225 from the Ministry of Education and a grant of £120 from the Fulbright Commission to cover the cost of ocean travel.

Application does not commit the candidate to any definite acceptance of an appointment which may eventually be offered and it is always possible to withdraw if circumstances should demand it.

S. G. C. FORUM

Correspondence on any phase of education and its administration is invited for this column, but all letters must be authenticated by the signature of the writer, though a nom de plume may be used for the purposes of publication. The inclusion of a letter, however, does not necessarily imply that the Editor agrees with all the statements made.

Freedom is in Danger

To the Editor of THE SCHOOL GOVERNMENT CHRONICLE.

SIR.—The action recently taken by the National Union of Teachers vis-a-vis the Durham County Council is an event that will be recorded in history. It is the first overt move against a nascent danger of dictatorship.

In Great Britain any fear of dictatorship is dormant, in contrast to the feelings of our neighbours, the French, whose fears are engendered by their own historical background, and by the happenings in other European countries during the present century. In France, Teachers' Unions have also taken measures to ward off the danger but they are not acting alone. They have joined a strong confederation of similar unions: doctors, and other professional and skilled business associations, nineteen in all, with a further sixteen regional groups. This federation "The National Association of the Middle Classes" was consolidated by a compact signed on the 12th March, 1947, and it brought its existence vividly to the attention of the French Government when, on the 6th January, 1948, all its members stopped work between the hours of 2 p.m. and 6 p.m. and held meetings in the principal towns. As a result a Minister of State is specially charged with the duty of maintaining contact with the Association, which has pursued its efforts for the recognition, organisation, representation and defence of its members, combatting undue interference, opposing extravagant finance and protecting its members from any short-sighted political creeds.

In England a Middle Class Union exists with headquarters at 1, Dover Street, London. I understand that soon endeavours will be made to publicise its existence. It is, however, doubtful whether success can be attained on the basis of individual membership. A confederation of the professional and skilled business associations is needed as in France.

May the N.U.T. once more lead the way.

Yours faithfully,

H. C. SPARKE.

April, 1951.

Opportunities for Young People to Visit Austria

Special opportunities for young people to pay inexpensive visits to Austria this summer are announced by the Central Bureau for Educational Visits and Exchanges.

The Austrian Ministry of Education is arranging a holiday course for girl students aged 18-25 years (though girls of 16-17 may be considered). The course will last one month, of which three weeks will be spent in the Tyrol and one week in Vienna.

An opportunity of spending a holiday in Austria is also being offered to young people by the Folk High School at Linz which is organizing a series of International Summer Weeks from 1st July to 26th August. The "weeks" will be spent at a centre in Upper Austria. The intention is to afford opportunities to meet young Austrians and to join them in lectures and discussions.

Further information about these schemes may be obtained from the Central Bureau, Hamilton House, Bidborough Street, London, W.C.1.

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MAY, 1951

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Month by Month

The Educational Outlook.

IN his Budget Speech on 10th April, Mr. Gaitskell told the House of Commons that the only measures through which substantial savings in educational expenditure could have been achieved, would have been either to raise the school entry age or to lower the school leaving age. He disclosed the fact that both these possible economies had, in fact, been discussed, but turned down and, in his opinion, rightly so. Throughout the education service generally and in the teaching profession particularly, there will be entire agreement with the Chancellor of the Exchequer and with Mr. R. A. Butler, who spoke for the opposition, that it would be a mistake to try to save money by either of the methods mentioned. As Mr. Butler said, the school leaving age has been so recently raised to fifteen that we must at least "give it a chance to prove itself in the right way." To all who look forward to the raising of the school leaving age to sixteen, as provided for in the Education Act, 1944, it is disturbing to find that even a minimum leaving age of fifteen may have to be defended against economic assaults. It may, nevertheless, be well to recognize that the minimum secondary school life of four years must, as Mr. Butler said, be given a chance to prove itself in the right way. The establishment and consolidation of present gains all along the educational front is a necessary process before any further advance can be made. Consolidation itself takes time. The completion of the lengthening of secondary school life to a minimum period of five years is a worthy educational objective. It is, moreover, one which should not be hastily achieved, by pressure upon the Minister or other improper means, but by a sure advance at the proper time from a position of proved strength and stability.

County Colleges

It is important that those who help to shape educational policy both locally and nationally, should agree regarding the strategy of the next advance. The Education Act, 1944, seemed clearly to envisage the raising of the minimum school leaving age firstly to fifteen and later to sixteen years and, as the last stage of educational reform, the enforcement of compulsory part-time education to the age of eighteen for all young people who were not continuing their education as full-time pupils. This part-time education was to be given in institutions, unfortunately and absurdly named "County Colleges." Nowhere was it suggested that it should begin at fifteen and continue for three years. To make it so is to increase by 50 per cent. the number of teachers to be trained for and employed in this additional part-time education, and similarly to increase the number of pupils as well as to multiply the administrative, building and financial consequences of the scheme. It has, nevertheless, been officially urged that County Colleges should come next. As the realities of the situation become more and more evident, some retreat from the position thus taken up was necessary. Educationists have thus witnessed the virtual elimination at any rate in urban areas of the County College, proposed as a separate institution, with its own governors, principal and staff, occupying its own buildings and leading its own rich, varied and distinctive

life. In its place has been substituted "County College Education," which means day continuation classes in the premises of existing institutions. The Welsh Advisory Council for Education has done well to consider the whole question of the establishment of County Colleges in the Principality and in Monmouthshire. The Council's report shows that most of the members believed that the need for these institutions is as pressing as the need for new primary and secondary schools proposed in local development plans. It is, however, a healthy sign that four members should express a minority view. The four believe that, as urged above, there should be the completion and consolidation of recent reforms before new ventures are undertaken. To this end all the resources of money, man-power and buildings should be devoted. We are unashamedly of the opinion that the place for the fifteen to sixteen year old boy or girl is the secondary school and not the County College.

Administrative Areas.

So long as the administration of education as a public service is a function of county and county borough councils, the anomalies of local government areas, must concern educational administrators. The diminution of some powers of local authorities and the transfer of others has indeed raised doubts in some minds as to whether education should remain to be administered by the councils referred to. The establishment of *ad hoc* authorities for education may become a subject of serious consideration and discussion in future. For the present, however, the compromise of the 1944 Education Act must be operated. Neither this necessity nor familiarity with the pattern should blind one to the absurdity of the present lay-out so far as education is concerned. Administrative Counties are very largely what history and geography have made them. Wide variations of population and rateable capacity are inevitable. With the county boroughs such variations are less easily explained and more difficult to justify. The importance of a town, its wealth and its population have always been regarded as factors which should properly help to determine its status. In theory the borough is greater than the urban district, the county borough than the non-county borough, the city than the borough, not so designated. The Education Acts of 1902 to 1921 assigned powers in education to local authorities on the basis of this theory. Hence, powers in higher education were given to county boroughs and withheld from non-county boroughs. The Education Act, 1944, deprived the former "Part III" authorities of all real power in educational administration. Hence, Canterbury and Chester are Local Education Authorities by virtue of their county borough status. Cambridge and Chesterfield cannot be Local Education Authorities, not withstanding their greater population and their distinguished record in the administration of that very service, because they are not county boroughs. Cambridge has, within the last month, been raised to the rank of City. Its university is not altogether unknown. The new city cannot, however, be trusted with the responsibility of the educational autonomy which Oxford has always enjoyed.

Speaking on the Sheffield Extension Bill in March, Mr. Dalton acknowledged that there was no prospect of a major measure of local government reform passing through the House of Commons in this Parliament. For that reason he believed it would be a mistake to

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hold up all proposed extensions of local authorities' areas "because at some later stage some change in local government may take place." There should not, he said, be a complete standstill of alterations of local boundaries pending some larger reconstruction. Colonel Elliot went farther and complained that too few extension measures were going before a select committee.

"This local government of ours is not a machine, but a garment to clothe a living body, in this case the living body of England. Unless adjustments are made to meet the rapid changes of population in our country, the garment will be unable to cover the body which it, is, it is contended, to cover and indeed adorn Either we freeze local government indefinitely, or we make adjustments according to the tried practice of this House over many years."

It is difficult to reconcile these statements, expressing as they do, agreement between both Government and Opposition, with the rejection of the Ilford and Luton Corporation Bills. During the debate on the second reading of the former Bill last month, Mr. Bevan, speaking as Minister of Health, repeated the substance of Mr. Dalton's earlier remarks. There was evidently no consensus of opinion as to what the reorganization of local government should be. There was no immediate prospect of any Minister bringing before the house proposals for the radical re-organization of local government. He asked the House to reject the Bills

" . . . so that we can look at the whole of local government when the time is appropriate, in such a fashion as to make the changes necessary to maintain the vitality of local government."

The complete inconsistency of such advice with the statement of Mr. Dalton only a few weeks earlier, should be evident. The very arguments which were successfully used to support Sheffield's Extension Bill were used again and successfully, not however to support, but to defeat, the Ilford and Luton Bills. Would not the passing of those Bills have maintained, and even increased, "the vitality of local government" for Ilford and Luton? It would have given to those towns the right as county boroughs to exercise the powers and fulfil the duties of local education authorities under the Education Acts, 1944 to 1948. It is difficult to understand why this right should be denied to any town that can properly exercise it, purely because of some future review of the structure of local government.

Backwardness in Handicrafts. Mr. E. H. HEELAS, Advisor of Handicrafts to the Liverpool Education Committee has compiled a useful and suggestive booklet on "Handicraft and Backwardness," copies of which (1s. each) may be obtained from the Director of Education. Mr. Magnay is right in thinking that the booklet may be of help to teachers who are considering the problem of the approach to craft work in relation to the backward child. Mr. Heelas does well to challenge the opinion still held by many people that children can be expected to succeed at handicrafts even though they fail at other subjects. This opinion has led to what Mr. Heelas rightly calls the "misconception" that craft work is best suited to less intellectually able children. He would more accurately say that "all children will benefit from handicraft experience if the approach to the subject is guided by the pupils' capa-

bilities and the need for more of those facets of education untouched by his other subjects." For children with little verbal ability, Mr. Heelas urges that practical methods through handicraft will only be fully effective if a break with traditional teaching methods is made. The teacher is advised to study the causes of backwardness and to make a reassessment of the ends which he is seeking. It is no criticism of the pamphlet to say that it does little more than suggest a subject for useful and much needed educational research. In doing this and in suggesting certain headings for a future report and thus directing attention to a problem so far ignored, the writer has performed a service to his fellow workers.

Report of 13th International Conference on Public Education

The report of the Thirteenth International Conference on Public Education, published jointly by Unesco and the International Bureau of Education, is now available at H.M. Stationery Office (5s. net).

Delegates from forty-two countries, including the United Kingdom, attended the Conference. Reports on educational developments in their countries during 1949-50 were submitted by delegates and were afterwards discussed by the Conference. Three resolutions were passed: On the international interchange of teachers; the teaching of handicrafts in secondary schools; and the introduction to mathematics in primary schools.

Mr. T. R. Weaver, Chief Information Officer of the Ministry of Education, and head of the United Kingdom delegation, was Chairman of the Conference.

Food Technology Principal Appointed

The Governors of the National College of Food Technology have appointed as Principal of the College Dr. J. D. Mounfield, who is at present head of the Research Department of the British Arkady Company, Ltd., Manchester. He will take up his new post in June.

Dr. Mounfield graduated as Bachelor of Technical Science, University of Manchester 1921, and was awarded the degree of Master of Technical Science in 1923, and degree of Ph.D., in 1936.

He lectured for some time on foodstuffs in the Faculty of Technology, Manchester University, and thereafter was employed by the British Flour Millers Research Association. During the last war he carried out investigations for the Ministry of Food at the Cereal Research Station into the drying and storage of grain.

Survey of Educational Travel

More than 100,000 British school children and young people are travelling abroad each year and the number is increasing at a remarkable rate. Before the war such opportunities were comparatively limited. Most of the credit for the immense increase should go to the teachers.

This is stated in a "Survey of Educational Travel" published by the Central Bureau for Educational Visits and Exchanges. The survey, which is published on the responsibility of the Director of the Bureau, shows how far and in what way educational travel is being used.

Guidance is given to parents, teachers, students, young workers and others on educational travel facilities. The survey also contains advice on planning group visits, passport and visa problems, and on currency and other questions. It contains information about 200 British organizations with which the Bureau is in touch and which offer specific services in the educational field.

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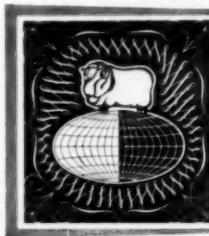
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MISCELLANY

Educational News Items from all Parts.

The Council of the College of Preceptors has decided that Club Room membership should be available without charge during the Festival of Britain (May to September) for members of educational societies taking part in the Exhibition in the College, "The Teacher: In School and Out," and to overseas visitors engaged in education.

A School Meals Service Memorandum states that the sugar entitlement for school meals will be increased by 50 per cent. for the periods in respect of which domestic consumers will be entitled to an extra pound of sugar during the coming summer months. The bonus issue of sugar up to a limit of 4-lb. for each child will not, therefore, be made in 1951 as in past years.

The Minister of Education has appointed Sir Harold Spencer Jones, the Astronomer Royal, to be Chairman of the National College of Horology and Instrument Technology in place of the late Sir Allan Gordon Smith. Sir Harold, who was formerly Vice-Chairman is succeeded in this office by Mr. D. W. Barrett, C.B.E., Chairman of the British Clock and Watch Manufacturers' Association, and General Manager of Smith's English Clocks Limited.

The Blackpool School Caretakers' Association and Guild held its annual dinner and dance at the Cliffs Hotel, Blackpool, on April 7th. Among the guests of honour were the Mayor and Mayoress, the chairman of the education committee and the sites and buildings committee, the chief education officer and deputy education officer, a representative of the head teachers, and their ladies. The association is believed to be the only one of its kind in the country.

The Ministry of Education have been informed that the Yacht Racing Association have made arrangements with the British Water Works Association to allow sailing on reservoirs. This will make a large acreage of inland water available for small boat sailors and will enable schools, youth clubs and educational organizations of all kinds to form sailing clubs as an attractive recreation for boys and girls and young people.

Following a recommendation from the North-East Essex Divisional Executive for the increase from £600 to £700 of the grant made to the Colchester Borough Council in respect of the library service to Colchester schools the Essex Education Committee have set up a Special Sub-Committee to consider and report on the general question of the provision of library facilities for school children.

With the aim of contributing to industrial productivity in this country, thirty-five post-graduate scholarships are to be awarded in 1951 for the study of Technology and Management at selected universities or technological institutes and in industrial undertakings in the U.S.A., state the Ministry of Education. The cost of these awards will be met from funds provided by the American Economic Co-operation Administration.

A leading Burmese educationist and Chief Executive Officer of the Mass Education Council in Burma, A Uung Min, is spending three months in the United Kingdom, under the auspices of the British Council and the Government of Burma, studying British methods of education, particularly in rural areas.

OFFICIAL ADVERTISEMENTS

SCHOLARSHIPS

TEXTILE MACHINERY MAKERS, LTD., announce that the Trustees of the **SIR WALTER PRESTON SCHOLARSHIPS AND RESEARCH FELLOWSHIPS** are inviting applications for the awards of Undergraduate (£200—£300 p.a.) and Post-graduate (£300—£350 p.a.) Scholarships and Research Fellowships (£400—£550 p.a.) for the University Session 1951-52.

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OR A Mistress to teach Biology to Ordinary level and some General Science.

2. A Mistress to teach German and some Latin.

Apply as soon as possible to the Head Mistress at the school.

BERKS.—Reading Blue Coat School, Sonning-on-Thames. Required for September, resident Master (single) to take Chemistry and General Science up to G.C.E. (Ordinary Level). New Burnham scale. Applicants must be members of the Church of England. Apply, giving references, to the Head Master (B. G. Inge, M.A. Oxon).

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EXAMINATIONS

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MISCELLANEOUS

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GRAMOPHONE REVIEW

Bach.—Sinfonia from Cantata No. 42 (Am Abend aber desselbigen Sabbaths). London Chamber Orchestra, conductor Anthony Bernard. H.M.V. C4069.

This is altogether first-rate. The music is delightful, and the playing and recording are excellent. How beautifully clear is the wood-wind 1 (To test this, listen to the bassoon, an instrument which disappears only too easily on the gramophone). The conductor is very much at home with this music, so that we have careful and unhurried phrasing from the different members of the orchestra without in any way losing the fine and lively flow of the whole. While we listen to such music and such playing, time "runs back and fetches the Age of Gold."

Vivaldi.—Concerto in D Minor (ed. Ephrikian). Leon Goossens (oboe) with The London Philharmonia String Orchestra (conductor Walter Susskind) and Dr. Thornton Lofthouse (harpischord). With (on fourth side):

Albinoni.—First movement of Concerto in B Flat. Same players.

Two more first-rate discs. How happy is the reviewer who finds a treasure like this in the month which brings the Bach Sinfonia! Much more is known about Vivaldi to-day than even a few years ago, but still too little of his music is heard. These records should enhance his fame. There is all the difference in the world between the fresh liveliness of the Vivaldi and the mere competence (though that is not to be despised) of the Albinoni. Goossens is, of course, superb, the orchestra is alert and plays with enjoyment, and the recording is so good that Dr. Lofthouse (who probably knows more about harpsichord *continuo* playing than anybody else) can be clearly heard.

Mozart.—Einsam Ging Ich Jüngst (K308) and Die Kleine Spinnerin (K.531). Irmgard Seefried (soprano) with Gerald Moore (piano). Columbia LB108.

Ora Pro Nobis (from Regina Coeli, K108) and Voi Avete Un Cor Fedele (K217). Maria Stader (soprano) with orchestra, conductor Hans Erisman.

Seefried's recent broadcasts must have brought her many admirers in this country. They will not be disappointed with the singing on this disc—a beautiful voice, well used, well accompanied, and well recorded. The songs, are perhaps, trifles in themselves, but it is interesting to see Mozart so closely anticipating the romantic *Lieder*.

The religious air is not very religious or very good music, but it is sung so well and with such dignity that it is almost impressive. The operatic air is gay and kittenish. Stader is excellent in this, also—quite a triumph of acting! The recording again is very good.

Faure.—Quartet No. 1 in C Minor, Op. 15. Artur Rubinstein (piano) with members of the Paganini Quartet (Henri Temianka, violin; Robert Courte, viola; and Adolphe Frezin, cello). H.M.V. DB9595-6-7-8.

To judge from the distinction of the artists and from what we can hear of their playing, this might have been a magnificent performance. But the recording is unsatisfactory. The bass of the piano is almost lost, the two lower strings are coarse and too loud, the violin is flute-like,

and the ensemble playing is frequently just confused noise. A pity, for the work is an example of that French elegance of which we can never have too much in this country.

Folk Dances.—Traditional tunes for Morpeth Rant and Soldiers Joy and Waltz Country Dance (a) Young Jane; (b) Bonny Tyneside. H.M.V. B10044.

Traditional tunes for English Square Dance Selection (a) Miss Forbes Farewell; (b) The Rose Tree; and American Square Dance Selection (a) Turkey in the Straw; (b) The Breakdown. H.M.V. B10045.

Both recorded under the auspices of the English Folk Dance and Song Society by the Square Dance Band, directed by Douglas Kennedy.

Admirable examples of fitness for their purpose, both in playing and recording, with all the cheerfulness and com-along-let's-have-a-jolly-time spirit that you could wish for. The gramophone handler should note that even a slight error in speed will hinder the dancers as well as make the music sound odd.

Fifty Teenage Girls to Visit Canada

Mrs. Odette Churchill to lead the Party

Fifty girls are to go on a "goodwill" tour to Canada this year, from July 31st to September 6th, as the guests of Mr. Garfield Weston, a Canadian born British industrialist.

The girls are to have every opportunity to see Canada at work and play. They are to stay in schools and private homes, visiting Quebec, Montreal, Ottawa, the Niagara Falls, and other parts of Eastern Canada. They are to meet the Prime Minister of Canada, see government buildings, factories, the Royal Canadian Mounted Police barracks, and a Red Cross outpost hospital.

Mr. Weston allocated the places to the youth organisations and asked the National Association of Girls' Clubs and Mixed Clubs to be his agents for building up the party.

Fifty Canadian Girls to Visit Britain

Mr. Garfield Weston is, also, bringing fifty Canadian girls' aged sixteen to seventeen, to Britain. They arrive on July 20th, returning on August 14th.

Dr. Muriel Riscoe, Dean of Woman and Warden of Royal Victoria College, McGill University, Montreal, is to lead the Canadian party.

The Canadian and British girls will spend thirty-six hours together at Avon Tyrrell, the National Association of Girls' Clubs and Mixed Clubs' holiday centre in the New Forest.

Music Teaching Courses

The Music Teachers Association are holding two Summer holiday courses in Music and Music Teaching at the Training College, Matlock, in August.

For one week from August 13th to 20th the subject is "Practical Methods of Music Teaching in Schools," covering a teaching plan for infant and junior schools and a scheme of work for secondary modern and grammar schools.

From August 20th to 27th the subject will be "Pianoforte—Teaching and Performance," and will be under the direction of Mr. Harold Craxton.

Particulars can be obtained from the Secretary of the Association, at 106, Gloucester Place, London, W.1.

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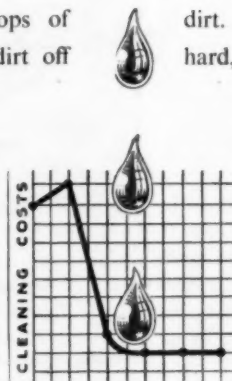


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